



ASSIGNMENT BOOKLET — MODULE 4

1415 Health and Personal Development 10
Revised 88/08

CANADIANA

MAY 29 1991

FOR STUDENT USE ONLY

Date Module Submitted

(If label is missing
or incorrect)

File Number

Time Spent on Module

FOR SCHOOL USE ONLY

Assigned

Teacher: _____

Module Grading: _____

Graded By: _____

Date Module Received:

Student's Questions and Comments

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

Module
Recorded

Assignment

Teacher's Comments:

Correspondence Teacher

ALBERTA CORRESPONDENCE SCHOOL

MAILING INSTRUCTIONS FOR CORRESPONDENCE ASSIGNMENT BOOKLET

1. BEFORE MAILING YOUR ASSIGNMENT BOOKLET PLEASE SEE THAT:

- (1) All assignments are completed. If not, explain why.
- (2) Your work has been re-read to ensure accuracy in spelling and details.
- (3) The booklet cover is filled out and the correct module label is attached.

2. POSTAGE REGULATIONS

Do not enclose letters with Assignments Booklets.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your Assignment Booklet to the Post Office and have it weighed. Attach sufficient postage and a **green first-class sticker to the front of the envelope, and seal the envelope.** Correspondence Assignment Booklets will travel faster if first-class postage is used.

Try to mail each Assignment Booklet as soon as it has been completed.

When you register for correspondence courses, you are expected to send Assignment Booklets for correction regularly. Do not send more than one Assignment Booklet in one subject at the same time.

**THE FRONT COVER OF THE ASSIGNMENT BOOKLET MUST BE COMPLETED FOR
EVERY MODULE SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

Correct use of Mailing labels will ensure prompt processing and grading of your **Assignment Booklets**.

The **Mailing Labels** must be checked for spelling and address details.

Please advise the Alberta Correspondence School promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Correspondence School. If the proper label is not attached to each Assignment Booklet as indicated, it will delay your **course** work being processed and credited to you.

Mailing Labels are to be attached to the **Assignment Booklets** in the space provided for student name and address.

Check carefully to ensure that the **subject name**, and **module number** on each label corresponds exactly with the module you are submitting.

Labels are to be **peeled off** waxed backing paper and **stuck on the cover of the Assignment Booklet**.

Only **one** label is to be placed on each **Assignment Booklet**.

FOR STUDENT USE ONLY		FOR SCHOOL USE ONLY	
Date Module Submitted _____	(If label is missing or incorrect) File Number _____ Module Number _____	Assigned Teacher: _____ Module Grading: _____ Graded by: _____ Date Module Received: _____	Module Assignment Recorded _____
Student's Questions and Comments _____ _____		<div style="border: 1px solid black; padding: 10px; text-align: center;"> <div style="display: flex; justify-content: space-between;"> <div> <p>MODULE</p> <p>FILE NUMBER</p> <p>COURSE NAME</p> <p>NAME</p> <p>ADDRESS</p> </div> <div style="font-size: 2em;"> </div> <div> <p>NAME</p> <p>ADDRESS</p> </div> </div> <p style="font-size: 0.8em; margin-top: 10px;">Please verify that preprinted label is for correct course and lesson.</p> </div>	
Teacher's Comments: _____ _____			
St. Serv. 34-88		Teacher _____	

Module Number

Course Name and Number
Student File Number

Bar Code
(same information as above)

Student name and Address

When revised labels are received, place the **correct** new labels on your **Assignment Booklets**.

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your Assignment Booklet differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.



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HEALTH AND PERSONAL DEVELOPMENT 10

*Module 4
Assignment Booklet*

Health and Personal Development 10
Assignment Booklet
Module 4
Alberta Correspondence School
ISBN No. 0-7741-0676-X

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1. (a) Describe the disease atherosclerosis.

- (b) Explain a few complications atherosclerosis can cause.

2. (a) Why would pneumonia be a serious threat to the life of someone with cystic fibrosis?

- (b) Why must victims of this disease take numerous pills containing pancreatic enzymes whenever they eat?

3. Give examples of ways in which normal body cells and cancer cells differ.

END OF LESSON 1

Start reading Lesson 2 before completing any exercises beyond this point.

LESSON 2

1. (a) Explain how emphysema damages the structure of the lung surface.

- (b) Explain the effects of emphysema on the circulatory system.

2. What is meant by the term “inversion” as it applies to air pollution?

EXERCISE 2

Lately, non smokers have become more militant in asserting their right not to have their environment filled, at all, with cigarette smoke. There is a growing trend to view smoking as a habit that should be subject to certain restrictions, when it is practiced in public.

1. What are the possible risks in breathing second-hand cigarette smoke?

END OF LESSON 2

Start reading Lesson 3 before completing any exercises beyond this point.

LESSON 3

EXERCISE 1

Answer the following questions using complete sentences.

1. (a) Explain how two children the same physical age can have different mental ages.

- (b) The I.Q. score for a 10-year old is 80. What would his mental age be? Show your calculations.

2. What is an involuntary reflex?

3. Mental retardation and epilepsy are very different. Unfortunately, some people are not aware of the significant differences between retardation and epilepsy. This question is designed to help you see the differences between epilepsy and mental retardation.

- (a) Compare the biological causes of mental retardation and epilepsy.

- (b) Briefly describe the nature or type of disability of mental retardation and epilepsy.

END OF LESSON 3

Start reading Lesson 4 before completing any exercises beyond this point.

LESSON 4

EXERCISE 1

1. The estimated percentage of Canadians that will need intensive mental health services at some time in their lives has increased from ten to twenty percent. The increase could be due to:
 - (a) marital and family breakdown;
 - (b) poverty (Mental illness is six times more common among the poor.);
 - (c) alcohol and drug abuse;
 - (d) the social pressure of the city life;
 - (e) the stress of our pace of living;
 - (f) worry about unemployment, pollution and war; and
 - (g) a growing proportion of old people in the population.

Explain how any one reason could cause mental illness.

2. Briefly describe the main differences between psychoses and neuroses. (Do not describe the various illnesses in these groups.)

3. List and describe the public attitudes society should have toward mental illness.

EXERCISE 2

Answer the following questions in brief paragraphs.

1. You have a friend whom you have come to know fairly well. He has many very good personality qualities, but seems unnaturally fearful of others. He avoids new experiences and meeting others because he feels so ill at ease. Sometimes he becomes depressed because he feels so lonely. What can you do yourself to help?

2. Some persons view our society as having many “gaps” – “generation gap”, “communication gap” and “experience gap” to name a few.

- (a) Do you think these gaps exist? Give illustrations or examples to support your point.

- (b) Getting “things off your chest” and talking about problems is a good way to deal with stress and anxiety. Could generation or communication gaps harm mental health? What is the relationship between the gaps and mental health?

END OF LESSON 4

Submit your Assignment Booklet for correction now.

MODULE EVALUATION

Please evaluate this module. It is important to that you use accurate, descriptive words. Good, well done, awful or gross do not help us much. We need to know specific examples of areas where we can improve the module.

1. Review the terms, concepts and skills in the module summary that just followed this form. List any of the terms, concepts or skills you feel were not adequately covered or explained.

2. Would you like some additional help or information about any of the areas you listed in question 1? If so, list the areas in which you would like additional help below.

3. (a) Did you phone your correspondence teacher(s) for help?

Yes

Sometimes

No

- (b) Did you feel telephoning your correspondence teacher(s) would be helpful?

4. (a) Have you received any modules back from your correspondence teacher yet?

- (b) If you have recieved modules back from the correspondence school, tell us how we could improve our responses and suggestions.

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

N.L.C. - B.N.C.



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